



Assembly Bill 2098 Work Group
Summary of February 20, 2019 Meeting

This is a summary of discussion and decision highlights from the AB2098 workgroup meeting of 2/20/2019.

Purpose

The AB 2098 Work Group will develop recommendations for a set of immigrant integration measures that Adult Education Program consortia may use to document adult education's contributions to this important population, and by extension their families, communities and the state as a whole. The recommendations will be used by the Chancellor's Office and CDE to inform policy and guidance regarding implementation of immigrant education measures.

Major Factors Related to Immigrant Integration Metrics for Adult Education

The following themes arose from a discussion of the context for immigrant integration.

- The need for “same page terminology” functional and technical definitions of “immigrant” and “immigrant integration.”
- The need for practical metrics tools that will capture the complexity of the population and have the flexibility for use in WIOA and non-WIOA agencies, agencies of all sizes, and in diverse regional settings
- The benefits of a comprehensive and unified approach to metrics, inclusive of economic, linguistic and social outcomes, leading to meaningful data supporting return on investment analysis for adult education
- The importance of leveraging systems in support of this effort
- Although the Immigrant Integration metrics will not be required, the state CAEP office must report outcomes to the legislature, and schools/consortia will want useful data, so we want to focus on metrics resulting in the most meaningful data
- Though not the express charge of the Field team, we may want to provide references and resources for building expertise, infrastructure and partnerships for comprehensive immigrant integration operations

Member Reports on Current Approaches

The Adult School and Community College representatives presented how they current pursue immigrant integration goals, including metrics used to measure their progress.

- EL Civics COAPPS are currently the most commonly used metrics; a variety of associated EL Civics curricula supports student progress
- Additional tracking models include course completion, certificate completion, digital badges, and specialized software with an Immigrant Integration planner/tracking system
- Specialized classes and curricula also support student progress; examples are ESL Parenting, Citizenship Prep, Digital Literacy, VESL, Soft Skills training
- Supports for students include WIOA Navigators, EL Navigators, ESL Mentorship Programs, ESL Counselors, guided pathways and independent/self-directed learning

Metrics Design Principles

The group identified the following design principles to guide development of metrics:

- Reflect the diversity of immigrant populations (needs, geographic differences, educational levels, etc.)
- Consider qualitative measures to tell the story of immigrants
- Aim to develop metrics that can be used by other agencies (inter-segmental alignment)
- Practicality, i.e., considering implementation impacts
- Consider both output and outcome measures
- Relevant and meaningful to students and respectful of their privacy

Shared Definition of Immigrant Integration

The group reviewed existing definitions of immigrant integration and determined that it would be preferable to have a definition more suited for the AB2098 context and ideally useful across a wide variety of agencies. The group will draft an updated definition based on the following key concepts:

- Define immigrant integration as dynamic and adaptable
- Address equity
- Include the concept that immigrant integration encompasses both individual outcomes and agency and receiving community responsiveness.
- Ensure a comprehensive approach inclusive of economic, social, linguistic and other aspects of integration

Key Decisions

The group agreed to 1) finalize the metrics categories after review of relevant options and models, 2) identify metrics that can be used in the near-term by all CAEP participating agencies, 3) recommend methods for identifying immigrants participating in non-CAEP programs for more comprehensive tracking of all who receive services, and 4) identify a menu of options for metrics needing more in-depth development with input from CAEP participating agencies.

Review of Existing Models / Metrics

The group reviewed a crosswalk of five potential sources of metrics (EL Civics Co-APPs, Migration Policy Institute’s “English Plus Integration”, ALLIES Immigrant Integration

metrics, CAEP measures, Stanford Immigrant Policy Lab's Immigrant Integration Survey). The group identified the following domains as a working framework for developing the metrics:

- English Proficiency
- First- Language Literacy
- Educational and Career Advancement
- Providing for Children and Family
- Economic Security
- Health and Well Being
- Credentials and Residency
- Participation in Civic and Community Life
- Navigational Integration
- Digital Literacy

Using AEP Metrics to Capture Immigrant Integration / Identifying Immigrants

The group discussed the option of finding a proxy to identify immigrants who are currently being served. Using the existing TE data field of the ELL employment barrier yields an estimate of 339,266 immigrants served by CAEP. To the extent there are participation, progress and completion data in the CAEP, this approach would establish a baseline of immigrant integration impact.

Next Steps

The next Work Group meeting is March 15. The tentative focus for the meeting is to look more in depth at metrics that can be deployed in the short-term. The group will also review a draft immigrant integration definition.